DOCUMENT RESUME

ED 422 529 CE 077 102

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TITLE Workplace Education Resources: An Annotated Bibliography.
INSTITUTION ABC Canada, Toronto (Ontario).
PUB DATE 1998-00-00
NOTE 52p.
AVAILABLE FROM ABC Canada, 1450 Don Mills Road, Don Mills, Ontario M3B 2X7, Canada; 416-442-2292; fax: 416-442-2293; e-mail: abccanada@southam.ca; World Wide Web: http://www.abc-canada.org
PUB TYPE Reference Materials - Bibliographies (131)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Basic Education; Adult Education; Adult Literacy; Annotated Bibliographies; Curriculum Development; *Education Work Relationship; Educational Policy; Educational Practices; Educational Research; Educational Resources; Foreign Countries; Literacy Education; Needs Assessment; *On the Job Training; Partnerships in Education; Program Development; Program Evaluation; Resource Materials; School Business Relationship; Training Methods; Training Objectives; Unions; *Workplace Literacy
IDENTIFIERS *Canada

ABSTRACT

This annotated bibliography, which was developed for workplace program developers and practitioners, policy planners, researchers, and others interested in workplace education, lists 182 documents devoted to the workplace education field in Canada. Annotations are provided for 68 documents. The remaining 114 are listed as further readings. Documents are grouped into four main sections as follows: perspectives (general information, policy, surveys and critiques, research, critical views); partners (business, labor, partnerships); practice (good practice, program development, needs assessment, evaluation, curriculum development); and resources (clear language resources and other bibliographies and collections). A wide range of publication types are represented, including the following: anthologies; position papers; synthesis reports; conference proceedings; reports of research studies; essays; documents directed toward workers, practitioners, labor unions, and businesses; and project reports. Each subsection begins with a brief description of some of the issues identified by the literature. Each annotation contains some or all of the following: document title and authors; publisher; page length; year of publication; price; information about obtaining the document; summary of those portions of the document that are relevant to workplace education in Canada; perspective from which the document is written; and comments on the document's usefulness to specific categories of users. (MN)

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Bibliography

By Wendy Johnston

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Workplace Education Resources: An Annotated Bibliography

ABC CANADA

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INTRODUCTION

ABC CANADA's Workplace Education Centre is pleased to be able to contribute this annotated bibliography to the workplace education field in Canada.

One of the Centre's mandates is to collect and disseminate information for the field. We do this in many ways, both formal and informal. Our newsletter *Literacy at Work* as well as our research papers and program development manuals are good examples of this function.

The workplace education field in Canada is about ten years old. Over the last decade, an amazing amount of work has been done in many areas to build the field's organizational capacity. The work done by different levels of government, business and labour, as well as workplace program developers and practitioners has laid the basis for an increasing level of sophistication in the discussions about issues in this field. These discussions have been largely characterized by a respect for, and appreciation of, the different experiences and concerns of different groups. In preparing this bibliography, we wanted to reflect that diversity. We also wanted to focus on Canadian materials, while not excluding resources from other countries. Canadian materials are marked with a maple leaf.

This bibliography is for workplace program developers and practitioners, policy planners, researchers and those who are interested in the important issues in the field.

The many people who are working in the field often do not have the resources or opportunity to write about their experiences, the lessons they have

learned and what this means for the future. In Canada, there has been little academic research that is connected to the workplace field. But there have been other opportunities to discuss issues. Two indispensable anthologies have been produced:

1) Basic Skills for the Workplace, edited by Maurice Taylor, Glenda Lewe and James Draper, and

2) Workplace Education: The Changing Landscape, edited by Maurice Taylor.

These two volumes present a range of experiences and thinking about the field.
The 1995 and 1997 Workplace Consultations, sponsored by the National Literacy Secretariat and ABC CANADA, have been another very useful forum for exchange, where invitees have an opportunity to discuss specific issues of relevance to the field.

How to Find Information in this Bibliography

This annotated bibliography is divided into four main sections:

Perspectives:
- General Information
- Policy
- Surveys & Critiques
- Research
- Critical Views

Partners:
- Business
- Labour
- Partnerships

Practice:
- Good Practice
- Program Development
- Needs Assessment
- Evaluation
- Curriculum Development

Resources:
- Clear Language Resources
- Other Bibliographies & Collections

At the beginning of each subsection is a brief description of some of the issues identified by the literature. Each subsection includes four to six annotated entries, with information about obtaining these items. As well, a list of materials for further reading is included, with an indication in brackets of where the item can be borrowed. The "See Also" notation means that related material can be found in other subsections of the bibliography.

ABC CANADA's collection of over 650 titles, including all the items in this bibliography, is housed at Alpha Ontario (See "Other Bibliographies & Collections" for information about borrowing these items). The Centre for Literacy in Quebec also lends materials and may have some of the items annotated in this Bibliography.

Your local workplace education providers may also have resource collections. We encourage you to consult *Workplace Education in Canada: A Listing of Providers* produced by the Workplace Education Centre for organizations in your area that may lend or sell related materials.

Although this is an English bibliography, every effort was made to indicate if an item is available in French.

Most of the annotations were done by Wendy Johnston, based on her experience over 10 years of involvement in the field. A few annotations were borrowed (with permission) from Julian Evetts and Peter Sawchuk, who have worked on other annotated bibliographies (See section on Other Bibliographies & Collections.)

A reference group assisted Wendy in the development of the bibliography. We extend our thanks to the following people for their extensive feedback and assistance:
Marjorie Davison; Lynda Fownes; Tamara Levine and Sue Turner.

PERSPECTIVES

General Information:

The workplace education field in Canada has its roots in the meeting of two different traditions: adult education and workplace training. The following materials illustrate the different contexts and concerns that meet in the workplace education field.

Putting the Pieces Together: Toward a Coherent Transition System for Canada's Labour Force

Canadian Labour Force Development Board
Task Force on Transition into Employment
41 pages
1994

This significant document offers a comprehensive and balanced view of "employability" and employment. Their model of employability includes not only skills, attitudes and knowledge of the job seeker, but also the economy and labour market into which he or she must fit.
(Thanks to Julian Evetts for this annotation.)

Category: General Information
ISBN: 1-895813-31-X
Available from: Canadian Labour Force Development Board
66 Slater Street, Suite 1204
Ottawa, Ontario K1P 5H1
Telephone: (613) 230-6264
FAX: (613) 230-7681
e-mail: jsevigny@clfdb.ca
website: www.clfdb.ca
Price: free, but limited copies are available

"Reflections on Education in the Workplace" in Basic Skills for the Workplace

Draper, James A.
Taylor, Maurice; Lewe, Glenda; Draper, James A., editors
13 pages
1991

The author reflects on developments in the (then) new workplace education field from the point of view of lifelong learning. Making an argument for a holistic view, Draper says, "It is impossible to bring to work only the working part of one's self, ignoring one's other roles such as friend, parent, daughter, consumer and spouse." He challenges all those involved in workplace education to see themselves as "providers of learning opportunities," who appreciate the different components of learning including "the affective (feelings, attitudes and values), the cognitive (content and subject-matter) and the psycho-motor (basic skills of communicating, including listening, reading and writing)." Addressing the broadening definition of basic skills, he encourages programs to include the learning process itself as a part of workplace programs. He examines the difference between education and training, as well as the political realities of power in the workplace. Other sections address philosophy, policy and partnerships. He also engages in an extended discussion of the importance of research, pointing out that most programs already engage in research when they do needs assessments and evaluations.

Category: General Information
Research
ISBN: 0-921472-06-4 OUT OF PRINT
Can be borrowed from Alpha Ontario. See "Other Bibliographies & Collections" for information about borrowing this item.

Workplace Literacy and Basic Skills

Folinsbee, Sue
National Literacy Secretariat (NLS)
December 1990; updated December 1994
8 pages
1994

A straight forward, clearly organized overview of workplace basic skills. The NLS publication answers the following questions in a clear and readable way, without over-simplifying the issues:

- What are workplace literacy and basic skills?
- Workplace literacy and basic skills: Evolving terminology
- Why are workplace literacy and basic skills important?
- What are some key factors in setting up workplace education programs?
- Who delivers workplace education programs?
- Getting started: What should you do first?
- What are some different ways workplace basic skills needs can be addressed?
- Important things to do when setting up a workplace education program?
- What to avoid when setting up a workplace education program?

Category: General Information
Program Development
Available from:
The National Literacy Secretariat
Human Resources Development Canada
Ottawa, Ontario K1A 1K5
Telephone: (819) 953-5280
FAX: (819) 953-8076
Available on-line from http://www.nald.ca

"Workplace Basics in the 1990s: Critical Issues and Promising Practices" in Workplace Learning

Folinsbee, Sue
Spikes, W. Franklin, editor
11 pages
1995

This is one of eight articles addressing issues surrounding workplace learning programs. The focus of this article is collaborative workplace education – an approach that "involves workers in program planning and decision making" and which "works to marry individual and organizational needs." The author spends some time discussing how we conceptualize literacy, identifying four different definitions: "(1) a set of skills, such as reading and writing; (2) tasks, for example, taking minutes at a meeting; (3) social practices, which could include how teams communicate and make decisions, and; (4) critical reflection and empowerment through which people, individually and collectively, take action to address important issues." She also discusses the difficulties in using terms such as "literacy" or "basic skills." A brief history of workplace education in the U.S. and Canada draws out some of the important differences in the two national experiences and policies. The also briefly discusses both the functional context approach and its critics. The author discusses five critical issues in the workplace field:

- Financial and Organizational Commitment to Training and Education
- In-depth and Comprehensive Evaluations of Workplace Program
- Balanced Emphasis on Worker Skills
- Challenge to the Deficit Model: Promoting a Positive, Healthy Approach
- Alternatives to the Quick Fix

Category: General Information
Good Practice
ISBN: 0-7879-9937-7

Available from:
Jossey-Bass Inc.
350 Sansome Street
San Francisco, California 94104-1342
Telephone: (415) 433-1767
website: http://www. josseybass.com
Price: $22.00 U.S.

Basic Skills for the Workplace

Taylor, Maurice C., Lewe, Glenda R., Draper, James A. editors
514 pages
1991

This is the earliest Canadian anthology on workplace education. It is divided into four sections:

- Understanding the Need for Workplace Literacy
- Identifying Workplace Training Needs
- Examples of Practice in Workplace Basic Skills Training
- Discovering Approaches for Program Development

Overall, the anthology represents the diversity of the Canadian field, including articles by labour and business authors, program developers and practitioners.

Category: General Information
ISBN: 0-921472-06-4 OUT OF PRINT
Can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections" for information about borrowing this item.

Workplace Education: The Changing Landscape

Taylor, Maurice C., editor
412 pages
1997

The most recent anthology on the Canadian workplace education field, this book illustrates

the growing sophistication of the field. It is organized into four parts:

- Optimizing Partnerships and New Linkages
- Enhancing the Practice of Basic Skills
- Sustaining Current Programs in the Field
- Evaluating, Assessing and Conducting Research

As with the previous anthology, the diversity of the field in Canada is represented by authors from labour, business and education sectors.

Category: General Information
ISBN:0-921472-28-5
Available from:
Culture Concepts
6 Ashmount Crescent
Toronto, Ontario M9R 1C9
Telephone (416) 245-8119
FAX: (416) 245-3383
e-mail: cultureconcepts@sympatico.ca
website: www3.sympatico.ca/cultureconcepts
Price: $35.00

FURTHER READING:

"Understanding the History and Definitions of Workplace Literacy" in Basic Skills for the Workplace

Askov, Eunice & Aderman, Betty
(OUT OF PRINT. See "Other Bibliographies & Collections" for information about borrowing this item.)

Understanding Lessons Learned in Employee Basic Skills Efforts in the U.S.: No Quick Fix

Jurmo, Paul
(Alpha Ontario)

Creating and Learning Culture: Work and Literacy in the Nineties

National Literacy Secretariat
(National Literacy Secretariat)The Fifth Discipline: The Art & Practice of the Learning Organization: A Conversation with Peter Senge
(Alpha Ontario)

Continuous Learning for Continuous Improvement or Basic Skills, Worker Empowerment and High Performance Work Organizations: Why You Can't Have One Without the Other

Stein, Sondra
(Alpha Ontario)

Workplace Basic Skills Training

Taylor, Maurice; Shohet, Linda & MacLeod, Carole
(Centre for Literacy)

POLICY:

Workplace basic skills have been a public policy issue in Canada for the last ten years. With the establishment of the National Literacy Secretariat in 1988, the field has grown to involve most provincial and territorial governments. The reports on the 1995 Policy Conversation and the 1997 Workplace Literacy Consultation are useful snapshots of the concerns in the field and their impact on policy. Two pieces from the U.S. are also included to contrast and to compare with the Canadian experience.

Reinventing the NWLP

Jurmo, Paul et al
13 pages
1994

The National Workplace Literacy Program (NWLP) is an initiative of the U.S. Department of Education. This document, written by a group of progressive workplace developers and educators, makes recommendations to strengthen the NWLP, based on their extensive experience in the field. The authors critique some of the underlying assumptions of the NWLP, including its emphasis on functional context learning. The authors suggest a new model which: "defines employee basic skills as more than mastering of literacy tasks developed by others, but as a broad range of knowledge, thinking and communication skills which workers need to participate actively in the continuous improvement of the organization and their own lives; encourages workers to develop an ongoing interest in learning for the future rather than just for their immediate jobs; ensures that workers see learning activities as meaningful rather than imposed; links basic skills activities more effectively to other education, training and organizational development opportunities; ensures that organizations continue to provide basic skills supports after federal seed money ends; and provides multiple kinds of support to enable workers to develop the particular skills and knowledge they need." Another theme of the paper is the need for American companies to move to a high performance model based on employee participation and the continuous improvement of the organization and workers' lives.

Category: Policy
Good Practice
Available from:
Paul Jurmo
Literacy Partnerships
14 Griffin Street
East Brunswick, New Jersey, USA 08816
Telephone: (732) 254-2237
FAX: (732) 254-2070

Highlights of Federal Government Training & Literacy Initiatives (1966-94)

MacLeod, Carol
ABC CANADA
22 pages
1994

This is a synthesis of a more detailed research report commissioned by ABC CANADA on the evolution of federal policy on training and literacy. Noting that in the 1960s and 1970s "Canada fed on the skills of the rest of the world; immigration brought two million newcomers." The author goes on to discuss the extensive documentation of training carried out in the 1980s, "laying the foundation for the crisis-like atmosphere surrounding training that existed in the early 1990s." The 1990s, according to the report, have been characterized by a "recognition that government must play a facilitative role in stimulating private sector training, as opposed to being the primary source of training."

Category: Policy
Research
ISBN: OUT OF PRINT
Can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections" for information about borrowing this item.

A Policy Conversation on Workplace and Workforce Literacy: Yesterday, Today and Tomorrow

National Literacy Secretariat (NLS)
57 pages
1995

This report details the results of meetings held in Ottawa in the spring of 1995. Workplace trainers, business people, union representatives and NLS staff gathered to discuss the state of workplace provision in Canada. All participants were invited guests. The design of the policy meeting was almost as interesting as the content. The gathering itself was unusual in that it brought together key players from all

groups with a stake in workforce development – business, labour, education and government. This "partnership" approach is very much in line with NLS philosophy and one of the reasons that NLS initiatives are so successful. The "past" section of the conversation was intended to review developments to date. The "present" tense section gave participants a chance to reflect on where the field is now and the key questions which must be faced. Based on these two sections, delegates were asked to speculate on what approaches might advance workplace literacy in the future. Although no specific policy recommendations were asked for, there was general endorsement of the direction that the NLS has taken over the last five years and consistent calls to integrate workplace literacy and job training more closely.
(Thanks to Julian Evetts for this annotation.)

Category: Policy
Good Practice
Available from:
National Literacy Secretariat
Human Resources Development Canada
Ottawa, Ontario K1A 1K5
Telephone: (819) 953-5280
FAX: (819) 953-8076
e-mail: nls@fox.nstn.ca
website: http://www.nald.ca/nls.htm
Price: free
This is a bilingual version.

Consultation on Workplace Literacy, June 1997: A Report

National Literacy Secretariat
53 pages
1997

The objective of this second consultation on workplace literacy organized by the National Literacy Secretariat was to develop a list of priorities for workplace literacy practitioners, researchers in the area, workplace literacy coordinators and provincial/territorial government representatives. Both national priorities and sector-based priorities were identified.

- The labour sector identified priorities related to raising awareness among central labour bodies; developing program goals that reflect workers' needs; and identifying financing models to ensure program sustainability.
- The government sector identified priorities related to: legitimizing workplace literacy/education with government and education systems; developing partnerships and linkages; and developing an articulated system that includes prior learning assessment-based standards, certification for practitioners and on-going evaluation.
- The business sector developed priorities to: ensure a sustainable standard of living and growth while addressing the issue of continuous improvement; develop a skilled workforce and maintain a balance between technological change, the environment and the social impact on the workforce.
- The research sector's priorities included: actions to link researchers, practitioners and consumers into an effective team; novel and innovative ways to disseminate research; creating a research agenda that integrates the knowledge base of literacy-related research.
- The sector representing joint and national groups identified priorities related to: finding adequate resources for basic skills; developing indicators of a genuine level of commitment by business and labour; and developing a clear agenda, goals and planning for the delivery of programs.
- The sector representing practitioners and coordinators identified goals related to: improving the practice, professional development and networking opportunities for the field; challenging existing conceptual frameworks; repositioning "literacy with all stakeholders"; and becoming industry problem solvers.

This document is a very useful snapshot of a developing field in Canada that already has at least 10 years of experience.

Category: Policy
Good Practice
Available from:
National Literacy Secretariat
Human Resources Development Canada
Ottawa, Ontario K1A 1K5
Telephone: (819) 953-5280
FAX: (819) 953-8076
e-mail: nls@fox.nstn.ca
website: http://www.nald.ca/nls.htm
Price: free
This is a bilingual version.

Workplace Education: Voices from the Field

U.S. Department of Education
58 pages
1992

This document represents the proceedings from the National Workplace Literacy Program Project Directors Conference in September 1991. Representatives from 39 programs funded by the Department of Education in the second cycle of the National Workplace Literacy Program gathered to analyze their experiences. A number of important themes emerged that are discussed at length in the document:

- Partnership and organizational principles
- Learning system issues, including staff development and management, recruitment, assessment and curriculum development
- Evaluation methods
- Program policy direction

Category: Policy
Good Practice
Program Development
Evaluation

Available from:
Division of Adult Education and Literacy
Office of Vocational and Adult Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC, USA 20202-7240
Telephone: (202) 205-9872

FURTHER READING:

Workplace Literacy Projects 1995

National Literacy Secretariat
(National Literacy Secretariat)

Organizing Adult Literacy and Basic Education in Canada

Movement for Canadian Literacy
(Alpha Ontario)

SURVEYS & CRITIQUES:

National and international surveys have played an important role in drawing attention to basic skills needs and in keeping the issue on the public agenda. However, there is also a growing debate about how literacy is defined in these surveys and what role it plays in other social issues. There are at least two different approaches – the "autonomous" model and the "social context" model, reflected in the following annotations.

Working Papers on Literacy No. 1

Centre for Literacy
25 pages
1997

This document is a collection of three critiques on the International Adult Literacy Survey compiled by the Centre for Literacy at Dawson College in Montreal, Quebec. Two schools of thought are represented in this Working Paper – the "autonomous" model and the "social context" model. The three contributors are: Harvey Graff, a professor of history at the University of Texas who has studied and written about literacy for more than 20 years; Brian Street, a professor at King's College at the University of London who is known for his ethnographic studies on multiple literacies; and Stan Jones, a professor in the School of Linguistics and Applied Language Studies at Carleton University in Ottawa, who was the primary consultant on Statistics Canada's 1989-90 Survey of Literacy Skills Used in Daily Activities and the International Adult Literacy Survey.

These three academics make interesting points about how to define literacy or literacies; how they can be measured and; what are the policy implications of surveys such as International Adult Literacy Survey.

The debate continues in the pages of the Centre for Literacy's newsletter, *Literacy Across the Curriculum*.

Category: Surveys & Critiques
Available from:
The Centre for Literacy
3040 Sherbrooke Street West
Montreal, Quebec H3Z 1A4
Telephone: (514) 931-8731
FAX: (514) 931-5181
Available on line at the Centre's website:
http://www.nald.ca/litcent.htm
Price: (bound copy) $6 in Canada; $7 in the U.S.; $8 overseas

"Effective Functioning in Daily Life: A Critique of Concepts and Surveys of Functional Literacy" in *Foundations of Literacy Policy in Canada*

Heap, James L.
Norris, Stephen P. & Phillips, Linda M., editors
8 pages
1995

This essay begins with the statement: "Definitions and surveys of functional literacy are unsatisfactory." The author proceeds to explain his thesis that such definitions "do not encompass the metacognitive and practical reasoning required for rational, successful functioning in daily life." The first part of the paper addresses some conceptual issues, while the second part analyzes the structure of American and Canadian surveys on literacy. The author concludes that: "We should stop using the phrase 'functional literacy'. If we wish to denote its referent we can speak of text-based functioning . . . . Tests of functioning in society are not tests of people's ability to function effectively on daily tasks."

Category: Surveys & Critiques
Available from:
This article can be borrowed from Alpha Ontario. See "Other Bibliographies & Collections" for information about borrowing this item.

Reading, But Not Reading Well: Reading Skills at Level 3

Jones, Stan
22 pages
1993

This report begins with a brief discussion of how reading skills were measured in the "Survey of Literacy Skills Used in Daily Activities," then considers at some length the reading performance of the Level 3 groups. Level 3 readers were defined as: Canadians at this level can use reading materials in a variety of situations, provided the

material is simple and clearly laid out, and the tasks involved are not too complicated. While these people generally do not see themselves as having significant reading difficulties, they tend to avoid situations requiring reading. Finally it examines some of the social characteristics of this category.

Category: Surveys & Critiques
Available from:
National Literacy Secretariat
Human Resources Development Canada
Ottawa, Ontario K1A 1K5
Telephone: (819) 953-5280
FAX: (819) 953-8076
e-mail: nls@fox.nstn.ca
website: http://www.nald.ca/nls.htm
Price: free
French version also available.

"A Critique of Literacy in a Changing Society"
in *Canadian Review of Social Policy Issues, Issue 26*

Overton, James
9 pages
1990

This paper offers a critical appraisal of the report "Literacy in a Changing Society" (1989) issued by the Newfoundland government-appointed Advisory Committee on Literacy. The author examines the report's analysis of the nature, causes and consequences of the problem in Newfoundland as well as the report's proposals for dealing with this problem. The author begins by taking a look at the "Politics of Reports," examining the reasons why such a report was commissioned at that time. He then takes a look at the meaning of literacy and its connection to social problems. The next section examines what causes illiteracy. Finally, the author looks at the recommendations of the report.

Category: Surveys & Critiques
Available from:
Can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections" for information about borrowing this item.)
ISBN: 0-660-17288-7
Available from:
Statistics Canada
Order only line: 1-800-267-6677
website: http://www.statcan.ca
Price: $10.00

Literacy, Economy and Society: Results of the First International Adult Literacy Survey

Statistics Canada
1995

The International Adult Literacy Survey (IALS) was organized to gather comparative data about adult literacy in seven industrialized countries. It was a massive effort and drew on the research expertise of seven national governments, the Organization for Economic Cooperation and Development, the European Union and UNESCO. It is the first time that researchers have directly tested large samples of adults from each participating country using scales which allow international comparisons across different languages and cultures. Statistics Canada managed and coordinated the project.

The methodology used for IALS follows those used by the Educational Testing Service (ETS, 1986) in its study of the literacy of young adults, and by Statistics Canada (1991) in its study of Literacy Skills Used in Daily Activities. In this survey, as in the two cited above, three scales are used to measure ability in three domains. The first domain, prosé literacy, includes the knowledge and skill to understand and use information in continuous texts such as editorials and news stories. Document literacy describes the skills and knowledge needed to locate and use information contained in a variety of document formats – maps, schedules, payroll slips and entry forms. Lastly, quantitative literacy refers to the skills and

knowledge required to apply arithmetic operations to numbers embedded in printed formats. Completing an order form or balancing a chequebook are typical tasks requiring quantitative literacy. Individual scores on the scales range from zero to 500, but for discussion purposes the scale is divided into five empirically determined literacy levels. Each level implies the ability to carry out particular sets of adult reading tasks. At Level 1, individuals are able to read and interpret only short selections of familiar text, while at Level 5, they can read dense and complex texts which often require considerable inference and specialized knowledge.

The International Adult Literacy Study validates earlier studies which showed that many Canadians have limited literacy. About 40 per cent of the population fall within Levels 1 and 2 on all literacy scales. People at or below these levels of literacy will have great difficulty adjusting to a future economy which offers only jobs requiring high levels of reading and writing ability.

There are some interesting differences between workers in different countries. German workers read more than Canadian workers. Germans reported reading a variety of workplace document at rates 10 per cent to 15 per cent higher than Canadian workers. Europeans generally scored higher on the document literacy scale and lower on the prose scale than their North American counterparts.

The study confirms what most workplace educators and trainers know already: literacy is not a one-time accomplishment, but a skill which must be exercised or it will be lost. School provides a foundation for adult literacy, but without continued use, literacy decreases. In Germany, literacy levels continue to increase after school leaving, with greater numbers of people at higher reading levels ten years after they finished school. In the United States, the proportion of people at the lowest literacy level increases with age. In Canada also, older people have lower skills than younger people with similar educational attainment. The study indicates that maintaining a high degree of literacy is a challenge not met by some individuals and underlines the need for recurrent training to maintain skills.
(Thanks to Julian Evetts for this annotation.)

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FAX: (819) 953-8076
e-mail: nls@fox.nstn.ca
website: http://www.nald.ca/nls.htm
Price: free
French version also available.

Literacy Skills for the Knowledge Society: Further Results from the International Adult Literacy Survey

Statistics Canada
Organization for Economic Cooperation and Development
Human Resources Development Canada
195 pages
1997

This report is a supplement to the first International Adult Literacy Survey (IALS) released in December 1995. This report enlarges upon some of the findings from the first report by offering further analysis and includes new data from five additional countries – Australia, Belgium (Flanders), Ireland, New Zealand and the United Kingdom.

The first IALS report offered a sophisticated definition of literacy as "the ability to understand and use printed information in day-to-day activities, at home, work and in the community." The new analyses and new data in this second report underscores the point that understanding and using print information effectively is the measure of a literate society.

For example, one significant new analysis shows that some countries – the United States and the United Kingdom in particular – provide income rewards for skills as equally, or nearly equally, as they do for education credentials in the labour market. In the knowledge-based society, then, which is characterized by competitive job markets, technological growth, information-based economies and the challenge of rapid change, those with skills will be rewarded as well as those with credentials. This carries implications for adult education providers as they determine which skills are demanded in our society and how to accredit those skills.

Another provocative analysis demonstrates the difference in IALS test scoring between men and women. When education attainment is controlled, men outscore women on the quantitative scale 100 per cent of the time, though in the U.S. there is the least difference between the genders. Women outscore men on the prose scale in every country except Poland. Men outscore women on the document scale, except in the U.S. Why these gender differences exist is still under research, but certainly our education system at primary and secondary levels might offer insights and recommendations.

The theme, that many stakeholders have contributions to make to the development of a strategy and policies supporting a literate society, is repeated in the conclusions presented after each of the four chapters and is addressed in detail in a separate section. What is clear is that there is no one easy answer but that "only if social, economic and education policies converge in their attention to literacy issues will countries be able to develop true cultures of lifelong learning."

The new analyses contained in this report, along with the data from additional countries, confirm the initial patterns in the findings from the first report and support the assertion that "literacy is a powerful determinant of an individual's life chances and quality of life."
(Thanks to Nancy Steel for this annotation.)

Category: Surveys & Critiques
Policy
Available from:
Statistics Canada
Order only line: 1-800-267-6677
website: http://www.statcan.ca

SEE ALSO: **CRITICAL VIEWS**
LABOUR

FURTHER READING:

"Adult Literacy Surveys: A Trans-border Comparison"
Fagan, William
Journal of Reading, 38 (4) 1995
(Alpha Ontario)

Literacy in Canada: A Critique of the Southam Report
Fagan, William
Alberta Journal of Educational Resources 34 (3) 1988
(Alpha Ontario)

Reading for the Future: A Portrait of Literacy in Canada
Government of Canada
Statistics Canada

Guide to Literacy Levels on the Survey of Literacy Skills Used in Daily Activities
Jones, Stan
Statistics Canada

An Examination of the Adult Performance Level Project and its Effects upon Adult Literacy Education in the United States

Kazemek, Frances E.
Lifelong Learning 9 (2) 1985
(Alpha Ontario)

Adult Literacy: Results of a National Study

Statistics Canada
Statistics Canada

Employee Training: An International Perspective

Statistics Canada
1997
Statistics Canada

Reading the Future: A Portrait of Literacy in Canada 1996

Statistics Canada
Statistics Canada

Survey of Literacy Skills Used in Daily Activities: Survey Overview – Numeracy Skills

Statistics Canada
Statistics Canada

Survey of Literacy Skills Used in Daily Activities: Survey Overview – Literacy Skills

Statistics Canada
Statistics Canada

Monographs Connected to IALS

Statistics Canada
(As these monographs are being published over the next few years, check with your local StatsCan office or their website http:/ www.statcan.ca)

The APL and the NALS: The Second Coming of the Government/Educational Contractor Juggernaut in Adult Literacy Education

Sticht, Thomas G.
Institute for the Study of Adult Literacy,
Mosaic: Research Notes on Literacy 4 (1) 1994
(Alpha Ontario)

Putting Literacies on the Political Agenda

Street, Brian
Research and Practice in Adult Literacy, RaPAL Bulletin (13) 1990
(Alpha Ontario)

Workshops on "Literacy, Economy and Society"

The Western Canada Workplace Essential Skills Training Network (Wwestnet)
1996 Wwestnet
(Alpha Ontario)

RESEARCH:

There has not been a lot of academic research related to the workplace education field in Canada. Research has tended to reflect more practical concerns, like marketing workplace education or developing nation-wide literacy task analyses of different occupations. Most program developers and practitioners have engaged in research in the form of needs assessments and evaluations, but this has not yet developed into a sophisticated research wing of the field.

National Training Survey

Canadian Labour Market and Productivity Centre
94 pages
1991

This report presents the main findings of the 1991 National Training Survey, which was "designed to provide up-to-date information on the nature and extent of training in the private sector in Canada, as well as related opportunities and barriers." Some of its major findings include:

- Organizations in the manufacturing sector were most likely to provide structured training, with 88 per cent of organizations participating.
- Overall, 36 per cent of private sector employees received structured training.
- The average employee received 39 hours of structured training in the reported year.
- Orientation training was provided by the largest proportion of firms at 61 per cent, followed by computer training at 57 per cent, health and safety training at 44 per cent and managerial training provided by 40 per cent of organizations.
- One of five organizations that provided training had specific budgets for training expenditures and one in six organizations had a formal training plan.
- Nineteen percent of organizations that operated with a collective bargaining agreement reported providing training under the terms of the agreement.
- Larger organizations (those with over 100 employees) were much more likely than smaller firms to report that they were unable to do all the structured training they wanted.

Category: Research
ISBN:
Available from:
Canadian Labour Market & Productivity Centre
Address: 55 Metcalfe Street, Suite 1500
Ottawa, Ontario K1P 6L5
Telephone: (613) 234-0505
FAX: (613) 234-2482
e-mail: clmpc@magi.com
website: http:// www.clmpc.ca
Price: $10.00

The Impact of Basic Skills Programs on Canadian Workplaces

Long, Ellen
ABC CANADA
40 pages
1997

This study indicates that "basic skills programs are having a dramatically positive impact on workplaces across Canada." Based on the results of telephone interviews with 86 individuals from 53 workplaces, the study includes a diverse range of workplace types and sizes from both large and small communities. Respondents were asked to describe the motivation of their workplaces for starting basic skills programs; the ways in which their workplaces organize the programs; and the impact of the programs on their workplaces. An overwhelming number of the respondents saw a positive impact in a variety of areas from increased confidence to improved labour relations and increased productivity. Among the barriers identified to setting up basic skills programs were: "perceived cost; lack of awareness of the need for a program; literacy needs being hidden by employees; companies not feeling responsible; lack of understanding about the outcome of programs; and mistrust between labour and management." ABC CANADA hopes that the study will provide information for effective, peer-based promotional strategies that will be useful in a broad range of contexts.

Category: Research
Available from:
ABC CANADA
1450 Don Mills Road

Don Mill, Ontario M3B 2X7
Telephone: (416) 442-2292
FAX: (416) 442-2293
e-mail: abccanada@southam.ca
website: http://www.abc-canada.org
Price: $10.00

"The Development of Occupational Essential Skills Profiles" in *Workplace Education: The Changing Landscape*

Mair, Debra
19 pages
1997

The purpose of the Essential Skills Research Project (an initiative of Human Resources Development Canada) is "to develop occupational profiles that describe the basic skills required in each lower-skill entry-level occupation in Canada .... It is a response to employers' concerns regarding deficits in essential skills within their current workforce, or among job applicants, and is part of a broader program to assist industry in articulating its training needs." This chapter reports on the methodology phase of the study, including the major outcomes, which were: "development of a multi-faceted approach to describing the skill content of jobs using scales, typologies and example tasks; development of scales and typologies for each basic skills dimension; and development of an open-format interview approach for data collection." The profiles include four levels of skills: (1) traditional essential skills; (2) thinking skills; (3) new essential skills and (4) computer use.
Information on occupational skill requirements will, according to the author: "communicate industry's skill needs to training providers, facilitate upgrading training, and support the ongoing development of higher training . . . (as well as) career counseling, individual retraining decisions, and consequently supports the development of an adaptable workforce." The data collection phase of this project is complete and a series of occupational essential skills profiles have been developed, including a "Reader's Guide to Occupational Essential Skills." Further information on the project, including essential skills profiles and guides, can be obtained on the Internet at http://www.globalx.net/hrd

Category: Research
Available from:
Culture Concepts
6 Ashmount Crescent
Toronto, Ontario M9R 1C9
Telephone (416) 245-8119
FAX: (416) 245-3383
e-mail: cultureconcepts@sympatico.ca
website: www3.sympatico.ca/cultureconcepts
Price: $35.00

Linkage: A Manitoba Survey of Basic Skills Awareness in the Workplace

Workplace Education Manitoba
33 pages
1995

In 1994, Workplace Education Manitoba created the Linkage Project, to raise awareness of basic skills issues in the Manitoba workplace and determine the most appropriate future directions for basic skills training." The study targeted the six emerging economic sectors – Aerospace, Health Care Products, Environmental Industries, Tourism, Agri-Food Products, and Information and Telecommunication Industries. The project coordinators interviewed 78 companies, 121 employees, representatives from 10 government departments, five unions and 12 employer associations. The respondents were asked about their ability to assess needs and deliver basic skills education, as well as which models would work best.
Among the study's principal findings were the following:

- 92 per cent of all companies in Manitoba are small businesses .... Funding policies are not flexible enough to accommodate lost revenue from production during employee

training, making this issue a significant inhibitor to implementation of training.

- Many employers . . . are largely unaware of the negative effects of a lack of basic skills.
- Screening for basic skills proficiency levels has been increasing steadily over the last five years. Many employers indicate an intent to increase screening in the near future, but currently lack an adequate system or tool for doing so.

The report examines in detail the issues common to all sectors, sector-specific issues, issues for small companies, for employees and for unions, and makes recommendations.

Category: Research
ISBN:
Available from:
Manitoba Basic Education in the Workplace
410 - 185 Carlton Street
Winnipeg, Manitoba R3C 3J1
Telephone: (204) 945-1682
FAX: (204) 945-1792

FURTHER READING:

Current Rates in the Workplace Education Consulting Field
Fownes, Lynda
(Alpha Ontario)

CRITICAL VIEWS:

In addition to critical views voiced by the labour movement, there is also a trend present in American literature that has found some resonance in Canada. This trend challenges many of our assumptions about literacy and "complicates the picture."

The Politics of Workplace Literacy: A Case Study
Gowen, Sheryl
49 pages
1992

This study investigated the implementation and outcome of a workplace literacy training program for entry-level employees in a large urban hospital. The results of this study indicate that the functional context approach to workplace literacy training adopted for this program was problematic and ineffectual. The data suggested this was caused by four patterns: (a) definitions of literacy a competence were significantly different between the employees and those providing literacy training; (b) employees resisted the employer's definition of literacy and competence as well as the literacy program these beliefs generated; (c) employees perceived job-related text as inaccurate, redundant or controlling; and (d) employees had a broader range of goals for literacy than did the employer, the funding agency or the literacy providers.

Category: Critical Views
Available from:
Can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections" for information about borrowing this item.

"How the Reorganization of Work Destroys Everyday Knowledge"* in *Alpha 96
Gowen, Sheryl
20 pages
1996

The author addresses the issue of how "high performance" and "total quality" styles of workplace organization have actually, "Served to further marginalize and alienate two different communities of workers." The author traces the history of one workplace organization,

emphasizing how various forms have undermined what she calls "informal communities of practice" that workers rely on to survive. She examines a small example of an effective organization – The House of God Rib Shack and Used Car Lot – where otherwise marginalized workers organize many activities which "exhibit many of the principles of a *total quality* workplace." In a second example, the author looks at Emerald Manufacturing, a company that is "moving toward total quality." The author observed that literacy and language use fell into two spheres: 1) those skills needed to perform daily work assignments, and 2) those skills needed to understand and interact with the infrastructure that surrounds and supports the work. The first and dominant sphere is characterized by an "indigenous collaboration," relying on oral communication, co-workers and common sense as resources. The second sphere relies more on print and "intellective skills" of abstraction, inference and procedural reasoning. While the workers performed their tasks quite competently, a needs assessment revealed low literacy levels that did not reflect the actual competencies of those assessed. The author concludes that: "at both work sites, workers developed effective communities of practice that management could not recognize, did not value, and, in the case of Emerald Manufacturing, would undercut with the introduction of technology that takes knowledge away and puts it into machines." This approach makes workers' knowledge invisible. The author says, in conclusion, "I am suggesting that literacy practitioners look critically at the public discourse of worker illiteracy and education failure then respectfully consider the highly effective organizations that many marginalized people have already developed, out of economic necessity, in order to survive in hostile economic conditions."

Category: Critical Views
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Culture Concepts
6 Ashmount Crescent
Toronto, Ontario M9R 1C9
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FAX: (416) 245-3383
e-mail: cultureconcepts@sympatico.ca
website: www3.sympatico.ca/cultureconcepts
Price: $35.00

The Labyrinths of Literacy: Reflections on Literacy Past and Present

Graff, Harvey
264 pages
1987

Graff presents readers with a carefully researched history of literacy from the Greeks to the modern age. In this detailed account, he stops occasionally to shatter popular myths about literacy, the process of becoming literate and the socio-historical context for literacy. In this, as well as his other published works, he carefully examines available evidence, taking the reader through arrest records, guild membership lists, private letters, census data and a variety of other documents. As he says, "Literacy is profoundly misunderstood." He builds a convincing case for viewing oracy and literacy as intertwined strands, and argues against those who would ascribe transforming revolutionary powers to literacy alone. As he points out frequently, the history of literacy is replete with continuities and contradictions. *(Thanks to Julian Evetts for this annotation.)*

Category: Critical Views
Available from:
Alpha Ontario

Changing Work, Changing Workers: Critical Perspectives on Language, Literacy and Skills

Hull, Glynda, editor
392 pages
1997

In the preface to this anthology, the editor indicates that, "There is a great need . . . to understand how people experience instructional programs and how they accomplish work; to document with care the kinds of things people are expected to know and be able to do in different work contexts; to critically examine the role that literacy and other valued practices can and cannot play in promoting economic productivity or in facilitating personal empowerment; and to discover the incentives and disincentives that people perceive and experience for acquiring and exercising literacy skills." This anthology aims to question some the basic assumptions shared by many in the workplace education field. Part I – "Perspectives from the Classroom" includes a critique of the "New Orthodoxy," as well as three field-based studies of actual workplace programs and three articles addressing the transition from school to work. Part II – "Perspectives from the Factory Floor," presents research about work processes and new technologies, about the relationship between literacy and language use and different forms of work organization, and about how people experience work and deal with unemployment. Other themes in the anthology include the experiences of women, ethnographic and participatory research methods as well as linguistic analyses. This is the most comprehensive collection to date of critical views in the field.

Category: Critical Views
ISBN: 0-7914-3219-X
Available from:
State University of New York Press
c/o CUP Services
P. O. 6525
Ithaca, New York 14851
Telephone: (607) 277-2211
FAX: (607) 277-6292
e-mail: orderbook@cupserv.org
website: http://www.sunypress.edu
Price: $21.95 U.S.

Quality and Learning: Who's Minding the Agenda?

Jackson, Nancy
9 pages
1995

The author is interested in "how language serves as a social force in the organization of public policy – in education as in other fields." She examines concepts of "competence" and "quality" in the private and public sectors. In her section on ISO, she states that, "It turns out that the concept of 'quality' can't be taken at face value . . . . Instead, they are concerned with instituting various kinds of documentary control systems that will let agencies outside of the workplace . . . decide whether a given supplier or provider of service is a reliable place to do business. Thus, these mechanisms are part of a pervasive agenda of privatization, marketisation and internationalism of local and regional economies." She argues that concepts like 'competence' and 'quality' "serve as social organizers. [They] provide a framework for each of us to arrange our daily working lives according to the dictates of the global marketplace." The article concludes with a section called "Reclaiming Quality for Learners." The author suggests that workplace educators ask themselves questions such as, "Whose language are we teaching? Will we encourage forms of language use that emulate and reproduce the dominant workplace culture? Will our teaching practices encourage a challenge towards the development of an alternate voice? Is part of workplace literacy the need to understand the nexus between power and language? Whose interests are we serving, and who is our client?"

Available from:
This is a conference paper from the 18th National Conference of the Australian Council for Adult Literacy, 1995.
It can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections" for information about borrowing this item.

The Training Trap: Ideology, Training and the Labour Market

Society for Socialist Studies
320 pages
1996

In the introduction to this anthology, the editors state that, "Training has emerged of politicians and policy analysts alike. Once a relative backwater in the study of what used to be called 'manpower' policy, it is now widely held to be the key to achieving economic competitiveness and to reconstructing the welfare state. But those exaggerated claims made on behalf of training, we believe, are highly suspect." This collection of eleven chapters poses some profound challenges to the current view of training. Jamie Swift and David Peerla argue in Chapter 1 that, "We should view the conventional wisdom of the training gospel . . . as an ideological smokescreen for attitude adjustment." In Chapter 2, John Shields contrasts, "The image of the training discourse with the reality of the changing labour market." David Livingstone, in Chapter 3, challenges the existence of a "training deficit," arguing that Ontario's workforce might be overtrained in relation to the jobs available. In Chapter 4, Thomas Dunk examines issues of racial/ethnic and gender identity in relation to work. Chapter 5, by Ross Klein, examines training programs for social assistance recipients and concludes that these programs, "Increasingly function as a means for social control." Neil Bradford and M. Stevens in Chapter 6 examine the history of the Ontario Training and Adjustment Board. In Chapter 7, Lori Stinson O'Gorman examines the Workers' Education for Skills Training program of the Saskatchewan Federation of Labour, focusing on its, "Success in facilitating the development of working class consciousness." In their examination of the literacy campaign in Newfoundland in Chapter 8, authors Susan Hoddinott and Jim Overton point to the simultaneous dismantling of public adult education programs and the creation of "grassroots" movements that, "Make publicly acceptable [the government's] privatization agendas." In Chapter 9, Jennifer Stephen discusses the role for labour in the debate about training and adjustment, especially to ensure that workers' needs, and specifically the needs of women, workers of colour, immigrant workers and people with disabilities, are met. In Chapter 10, Karen Hadlet explores the relationship between worker training and workplace restructuring, including "continuous improvement," which is, "Designed to appropriate workers' intimate knowledge of their job processes in order to achieve the cost-cutting goals of lean production." In the final chapter, Gregory Albo returns to the big picture, arguing that an alternative employment policy is needed. His conclusion is that, "The solution is clearly, not more training. It is more democracy."

Category: Critical Views
Labour
ISBN: 1-895686-67-9
Available from:
Society for Socialist Studies
University College
University of Manitoba
Winnipeg, Manitoba R3T 2M8
Telephone: (204) 474-9119
FAX: (204) 261-0021
e-mail: vorst@ccm.umanitoba.ca

SEE ALSO: **SURVEYS & CRITIQUES**
LABOUR

FURTHER READING

"Complicating the Concept of Skill Requirements: Scenes from a Workplace" in Changing Work, Changing Workers

Darrah, Charles N.
Glynda Hull, editor
1997
State University of New York Press

Social Network: A New Perspective on Independence and Illiterate Adults
Fingeret, Arlene
Adult Education Quarterly 1983 33 (3)
(Alpha Ontario)

"Eyes on a Different Prize": A Critical Ethnography of a Workplace Literacy Program
Gowen, Sheryl
(Alpha Ontario)

"Is Literacy "A Good Deal"? A Critique of the Literacy Debate in Canada" in Alpha '96
Hautecoeur, Jean-Paul
(Alpha Ontario)

Education in the Workplace
Hoddinott, Susan
(Alpha Ontario)

Changing Work, Changing Literacy? A Study of Skill Requirements and Development in a Traditional and Restructured Workplace
Hull, Glynda; Jury, Mark; Ziv, Oren & Katz, Mira
1996
(Alpha Ontario)

"The Case Against Competence: The Impoverishment of Working Knowledge" in Our Schools/Our Selves, April 1989
Jackson, Nancy
(Alpha Ontario)

"Competence, Curriculum and Control"
Jackson, Nancy
1988
The Journal of Educational Thought. Vol. 22, No. 2A October 1988
(Alpha Ontario)

Reframing the Discourse of Skill
Jackson, Nancy
1997
Vocational Education Today: Topical Issues
(Alpha Ontario)

"Wolves in Charge of the Chicken Coop": Competence as Good Management in Education as Work, Education for Work: Canada's Changing Community Colleges
Jackson, Nancy
Muller, Jacob, editor
1990
(Alpha Ontario)

"Working Knowledge: The Politics of Skills Training" in Our Times, May 1989
Jackson, Nancy
(Alpha Ontario)

Workplace/Workforce Literacy: Trends & Issues in 1993
Johnston, Wendy
1993
(Alpha Ontario)

Adult Literacy Education: An Ethical Endeavour
Kazemek, Frances E.
1985
Adult Literacy and Basic Education 8 (2)
(Alpha Ontario)

Functional Literacy: Fond Illusions and False Economies

Levine, Kenneth
1982
Harvard Educational Review 52 (3)
(Alpha Ontario)

Living Literacy: Rethinking Development in Adulthood

Lytle, Susan L.
1991
Linguistics and Education 3
(Alpha Ontario)

Myth of the Coming Labour Shortage

Mishel, Lawrence & Teixeira, Ruy A.
Economic Policy Institute, Washington, DC

Issues in Workplace/Workforce Literacy in 1992

Shohet, Linda
1992
(Alpha Ontario)

"Literacy: "Autonomous" v. "Ideological" Model"

Street, Brian
1990
Adult Literacy and Basic Skills Unit, *Viewpoints Issue 4*
(Alpha Ontario)

PARTNERS

BUSINESS:

One of the critical partners in many workplace education programs is business. One of the concerns of the field has been how to convince businesses that workplace essential skills are important to them. The following annotations, from Canada and the U.S., illustrate some of the issues from a business point of view.

Training in America: The Organizational and Strategic Role of Training

Carnevale, Anthony P.;Gainer, Leila J. & Villet, Janice
284 pages
1990

This book is another in the ASTC "Best Practices" series, which also includes "Workplace Basics: The Essential Skills Employers Want." The authors examine the provision of workplace training from the professional HRD perspective. They catalogue who is trained, who does the training and, most importantly, why training takes place. This latter discussion is exclusively from a management point of view; little is said about the worker/trainees and their motivations. The book gives some useful insights into how management makes training decisions and how training professionals can affect that process. *(Thanks to Julian Evetts for this annotation.)*

Category: Business
ISBN: 1-55542-203-9

Available from:
Jossey-Bass Inc.
350 Sansome Street
San Francisco, California 94104-1342
Telephone: (415) 433-1767
website:http://www. josseybass.com
Price: $34.45 U.S.

Basic Skills – Basic Business

The Conference Board of Canada
63 pages
1992

PARTNERS

The objective of this study for the National Literacy Secretariat was to "provide some insight as to why the Canadian business community has not more aggressively addressed the issue (of literacy)." The study reviews eight businesses in terms of "how basic skills deficits are identified in the first instance, the impact of these deficiencies on organizational competitiveness and why corporate programs are developed in response to the issue." The study concludes that, "In most cases, management tended to see the lack of basic skills as posing a potential rather than an imminent threat to the organization." The study also found that quality initiatives and technological change were both linked to the identification of basic skills needs. Many of the study participants "view their involvement with providing basic skills training as an opportunity to develop a more positive and cooperative relationship with both employees and unions." Downsizing also tends to reveal basic skills needs, as younger workers with more recent experiences with the school system are laid off. Another Conference Board study reported that 40 per cent of the surveyed employers carry out pre-employment testing to screen applications for basic skills. "Those companies report screening out an average of 15 per cent of job applications because of inadequate literacy and numeracy levels . . . ." The 1992 study concludes that, "Basic skills deficiencies in the workplace tend to be addressed as an issue only when corporate interests are directly affected."

Category: Business
Available from:
National Literacy Secretariat
Human Resources Development Canada
Ottawa, Ontario K1A 1K5
Telephone: (819) 953-5280
FAX: (819) 953-8076
e-mail: nls@fox.nstn.ca
website: http://www.nald.ca/nls.htm
Price: free
French version also available.

The Economic Benefits of Improving Literacy Skills in the Workplace

Conference Board of Canada
18 pages
1997

In the past, according to this report, "business and government focused on boosting economic growth by increasing consumer spending, creating a climate that encourages business investment and improving Canada's export position." But, the report continues, "Today the emphasis is changing . . . . Despite record investment in machinery and equipment . . . Canada's position in relation to our major competitors has fallen over the last decade . . . . Evidence is beginning to emerge that places part of the responsibility on the shoulders of inadequate employee skills and training." The report goes on to extensively examine the economic benefits for both employers and employees. When the benefits for employers were tabulated, the top three benefits were, "Increased ability to handle training on the job; better team performance and improved labour-management relations." Benefits for employees are not based on questionnaires (as were the responses from employers) but rather rely on data from the International Adult Literacy Survey, indicating a relationship between literacy and income levels, decreased incidence of unemployment, more full-time employment and more training.

Category: Business

Available from:
The Conference Board of Canada
255 Smyth Road
Ottawa, Ontario K1H 8M7
Telephone: (613) 526-3280
FAX: (613) 526-4857
Website: http://www.conferenceboard.ca
Price: $30.00

"Company Training and Education: Who Does It, Who Gets It and Does It Pay Off?"
in *Workforce Economics*
National Alliance of Business
12 pages
1997

This article addresses four questions:

- Which industries and kinds of companies provide training?
- What kinds of employees are more likely to be trained?
- To what extent is training being delivered in new ways?
- What are some promising practices for evaluating the effectiveness of training?

Company training and education are increasing in the U.S., according to the article. Forty-one per cent of American workers reported receiving skill-improvement training from their company in 1991, up 36 per cent from 1983. Although on the surface it looks like larger companies are more likely to deliver training, another study found that, "The complexity of the environment faced by an organization, the degree of market competition and the company's internal organization are the most important determinants of training." Although other studies have found that more educated workers get more training, this article untangles this relationship to reveal that the complexity of a worker's job may be a more important factor in training. According to the article, more companies in the U.S. are turning to alternative delivery methods, using more external training providers. Most training is still delivered in instructor-led courses, with only 17 per cent being delivered through technology, although this is beginning to increase. In terms of evaluation, the article refers to Kirkpatrick's four levels of training evaluation (proceeding from changes in a participant's reactions to changes in organizational results). Apparently more U.S. companies are, "Challenging their training departments to more accurately measure the value-added of training." The article concludes with a reference to some promising practices, including the formation of "Learning Consortiums."

Category: Business
ISBN:
Available from:
Can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections for information about borrowing this item.

SEE ALSO: **PARTNERSHIPS**

FURTHER READING:

Newsletters
Business Council for Effective Literacy
(Alpha Ontario)

"Understanding Basic Workplace Skills in a Changing Business Environment"
in *Basic Skills for the Workplace*
Jones, Paul
Taylor, Maurice C.; Lewe, Glenda R. & Draper, James A, editors
1991
(Alpha Ontario)

"Understanding Literacy in the Canadian Business Context: Conference Board of Canada Study"
in Basic Skills for the Workplace

Hart, Kenneth
Taylor, Maurice C.; Lewe, Glenda R. & Draper, James A, editors
1991
(Alpha Ontario)

"Literacy and Business: An Economic Challenge for the '90s"

National Literacy Secretariat
Canadian Business Review, Vol. 18, No. 1
Spring 1991
(Alpha Ontario)

PARTNERS

LABOUR:

The labour movement in Canada has been involved in education and training since its inception. Faced with a new political and economic context, the labour movement is continuing to develop its own agenda on issues such as essential skills and training in general.

"Redesigning Training in Auto Parts: From First Principles to Integrated Curriculum and Interactive Classrooms"
in Workplace Education: The Changing Landscape

Brophy, Lynn & Robertson, David
19 pages
1997

This chapter describes the experience of the Automotive Parts Sectoral Training Council in developing an innovative curriculum for the industry. The authors, both unionists, describe the political and economic context of the autoparts initiative. They go on to describe the dynamics of a Council where the union and the employers had a "working relationship," not a joint one. The Council, as the authors point out, recognized that, "Education and training are never neutral. The Council not only recognized the point but structured a curriculum around it." This process produced an 80-hour upgrading program in two levels leading to an Auto Parts Certificate. This chapter provides descriptions of innovative features of the program, what the authors call "The Training Trilogy: Integrated, Analytic and Developmental." There is also an interesting discussion on the contrast between the Council's approach to evaluation and the government's approach. The Council's training may unfortunately, "End up as a curriculum in search of a program," according to the authors, due to a lack of employer commitment to training. However, the entire program is a good example of what is possible.

Category: Labour
Partnerships
Good Practice
ISBN: 0-921472-28-5
Available from:
Culture Concepts
6 Ashmount Crescent
Toronto, Ontario M9R 1C9
Telephone (416) 245-8119
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website: www3.sympatico.ca/cultureconcepts
Price: $35.00

"Training for Employability and Citizenship: Making an Essential Linkage"
in Workplace Education: The Changing Landscape

Dassinger, Janet
18 pages
1997

This chapter argues that unions have a central role to play in both workplace training and labour adjustment. The author raises a number of general questions about the kind of training the labour movement should be advocating. She also illustrates the issues through a description of the United Food and Commercial Workers Union's involvement in a joint sectoral initiative in the grocery products sector, as well as in a union-initiated Lay-off and Closure Program. This chapter discusses how trade unions have an opportunity to link training to the social and political world their members inhabit and to build skills for more democratic participation in every sphere of their lives.

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website: www3.sympatico.ca/cultureconcepts
Price: $35.00

"Strengthening Labour Roles in Basic Skills Programming"
in *Workplace Education: The Changing Landscape*

Dowdell, Graham
14 pages
1997

In this chapter, the author describes the involvement of the Manitoba Federation of Labour (MFL) in basic skills education. He describes the history of the MFL's involvement in education and training, situating the Federation's interest in basic skills. The Labour Basic Skills Project was initiated in 1994 to raise awareness and determine roles for various labour bodies. Based on the results of an extensive survey, the MFL developed recommendations touching on awareness-raising, consultation and support to union locals, networking and training, as well as developing a union-based delivery model, collecting union-based communication skills curriculum and increasing local ownership. The name of the project was changed to the Labour Communication Skills Project. At the end of the chapter, the author raises a number of questions for on-going discussion in the labour movement.

Category: Labour
ISBN: 0-921472-28-5
Available from:
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website: www3.sympatico.ca/cultureconcepts
Price: $35.00

A Union Approach to Workplace Education

Labour Education and Research Centre
University of Oregon
64 pages
1995

Written from a union and worker perspective, this manual is a resource for workers and unions who want to create workplace education programs. It walks the reader through the steps of setting up a program, from "Getting Started" and "Putting the Plan in Action" to "Evaluating a Workplace Education Program." The manual uses examples from real workplaces to illustrate the process. It includes useful forms and charts, such as: "Documenting Changes in Technology and Work Organization," "Sample Survey Questions," "Sample Education Benefit Contract Language," "Sample Individual Education Plan," "Sample Participant

Evaluation Report," as well as an extensive U.S.-based list of resources.

Available from:
Labour Education and Research Center
1289 University of Oregon
Eugene, Oregon 97403-1289
Telephone: (541) 346-5054
FAX: (541) 346-2790
e-mail: bhedges@oregon.uoregon.edu
http:// www.uoregon.edu/~lerc/index.html

PARTNERS

"Workplace learning programs in the changing 1990s"
in *Workplace Education: The Changing Landscape*
Mackenzie, Stephanie
9 pages
1997

This chapter examines how workplace learning programs are changing in structure and focus in response to rapid changes in work and technology as experienced by the Metro Labour Education Centre (MLEC), a non-profit corporation established in 1987 by the Labour Council of Metropolitan Toronto and York Region in Ontario. The author examines the economic restructuring that took place in southern Ontario over the last decade and how workplace learning programs offered by MLEC have adjusted to changing needs. "In sum," says the author, "As the work environment changes, we need to also embrace change in program delivery at the workplace. The people who do the jobs know best what tools they need to improve at work and in their personal lives."

Category: Labour
Program Development
ISBN: 0-921472-28-5
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website: www3.sympatico.ca/cultureconcepts
Price: $35.00

Worker-Centered Learning: A Union Guide to Workplace Literacy
Sarmiento, Anthony R. & Kay, Ann
136 pages
1990

This was one of the first guides for setting up workplace literacy programs that are worker-centred and union-organized. There is a discussion of the need for union involvement in workplace education, plus a step-by-step framework to define the union role in assessing worker needs and setting up a program. Included are checklists, forms and other useful resource materials.

Available from:
Can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections" for information about borrowing this item.

"Do Workplace Literacy Programs Promote High Skills or Low Wages?"
in *Labour Notes, July 1991*
Sarmiento, Anthony
1991
5 pages

This article maintains that workplace literacy programs can, "Support the path toward either low wages or high skills." The author asserts that ,"In Tayloristic companies following the 'low wage' path, workplace literacy programs are likely to adopt a narrow, job-specific basic skills curriculum," while, "Companies pursuing a 'high skill' business strategy give more responsibility on the job . . . and programs tend to be broader and less job-specific." The author suggests that program evaluations should not only examine learner outcomes, but also program impacts on employer practices, in

order to, "Ensure that our publicly-funded workplace literacy efforts help employers to pursue 'high skill' rather than 'low wage' path."

Category: Labour
Critical Views
Available from:
Can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections" for information about borrowing this item.

"So We Can Make Our Voices Heard: The Ontario Federation of Labour's BEST Project on Worker Literacy" in Basic Skills for the Workplace

Turk, James & Unda, Jean
13 pages
1991

This is one of the best descriptions of a labour perspective on worker literacy. It clearly explains that the labour movement does not see literacy as an end in itself, but rather as a means to empower workers. The article explains that limited literacy is not the cause of various social and economic problems like unemployment, workplace accidents, low productivity, poverty or the country's lack of competitiveness. "Limited literacy skills," say the authors, "Compound many problems but cause few." Instead, the labour movement sees that improved literacy skills "would . . . allow people to be better able to tackle these broader problems." The design of the BEST program is a concrete example of this approach. The article describes the features of BEST, which is designed to "facilitate the growth of the collective ability of working people to shape the world in which we live."

Category: Labour
Program Development
Good Practice
ISBN: 0-921472-06-4
OUT OF PRINT
Can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections" for information about borrowing this item.

SEE ALSO: **CRITICAL VIEWS**

FURTHER READING

A Place of Hope: A Positive Response to the Fisheries Crisis

ABC CANADA's Workplace Education Centre
(Alpha Ontario)

Training for What? Labour Perspectives on Job Training

Beckerman, André et al
Our Schools/Our Selves 1992 Nov. 11 (11)

WorkBase Trades Union Education and Skills Project

Workbase/ALBSU
Bonnerjea, Lea
1987
(Alpha Ontario)

High Performance Work and Learning Systems

Human Resources Development Institute
1991
(Alpha Ontario)

One Step at a Time: Developing a Literacy Network in the Quebec Federation of Labour

Johnston, Wendy
1992
(Alpha Ontario)

Labour-Initiated Literacy Programs in Canada

Johnston, Wendy
1994
(Alpha Ontario)

1986 Convention Resolution on Life-Long Learning

Ontario Federation of Labour
(Alpha Ontario)

Working Class Learning Strategies in Transition: Home and Union-Based Perspective Project Bibliography

Sawchuk, Peter
1997
(Alpha Ontario)

Literacy: Defining the Problem, Posing the Solution

Turk, James
1990
Ontario Federation of Labour
(Alpha Ontario)

"Instructor Empowerment in the Ontario Federation of Labour's BEST Project" in Workplace Education: The Changing Landscape

Unda, Jean & Clifford, Sandra
1997

PARTNERSHIPS:

Partnerships have been a central theme in the development of workplace education in Canada. Over the last decade, the field has developed an increasingly sophisticated understanding of who the partners should be and what process is needed to deepen those relationships.

"Building Linkages in Large Organizations: The Syncrude Canada Ltd. Experience" in Workplace Education: The Changing Landscape

Campbell, Lloyd & Dieleman, Carolyn
14 pages
1997

This chapter outlines the efforts of Syncrude Canada Ltd. to address the skills needs of its workforce. Starting from the assumption that, "A training organization must become a learning organization," Syncrude spends five to seven per cent of its salary budget on employee development. The authors trace the history of the ERIC (Effective Reading in Context) program, how it is delivered, as well as key learnings and outcomes. The chapter then outlines some of the partnership relationships that Syncrude has developed with other businesses, labour, government, provincial and national initiatives, the educational system, as well as a regional workplace education network. A good example of a large, forward-thinking corporation's success in the workplace education field.

Category: Partnerships
ISBN: 0-921472-28-5
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website: www3.sympatico.ca/cultureconcepts
Price: $35.00

"Partnership Building in Nova Scotia" in *Workplace Education: The Changing Landscape*

Davison, Marjorie & Temple, Paul
16 pages
1997

This chapter examines the experience of partnership-building in Nova Scotia (NS). It identifies primary and secondary partners, based on their direct or indirect involvement in workplace initiatives. "While secondary partners consider business and labour from a broader perspective, primary partners have a direct impact on individual relationships." The authors view primary partnerships as a combination of business, labour and adult education expertise. This chapter examines the NS model, which is driven by a project team who oversee the whole process, including doing an organizational needs assessment, while developing an atmosphere of "respect, trust and confidentiality." The project team acts to, "Bridge the broader intent of education with the specific focus of training." The team's broader goal is to develop a "learning culture" within the workplace. The NS model of evaluation also reflects the link between education and training. Quantitative methods lend themselves to programs that are more oriented to training, while qualitative methods are more often used in programs with a broader educational focus. The second part of the chapter deals with the role of government as both a primary and secondary partner. The chapter examines the "initiating function" of government, its coordinating function as a primary partner and its supporting functions as a secondary partner. This is a good example of a government-initiated infrastructure.

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website: www3.sympatico.ca/cultureconcepts
Price: $35.00

"What Makes a Successful Workplace Education Partnership?" in *Workplace Education: The Changing Landscape*

Despins, Rob; Maruca, Greg; Turner, Sue
14 pages
1997

This chapter chronicles the development of the Workplace Education Steering Committee, a business, labour and government workplace education partnership. As the authors note, " . . . The shift from a resource-based to information-based economy coupled with the rapid introduction and expanding use of new technologies in the workplace is dramatically altering the composition of skills in demand." The tripartite committee that was set up developed some information principles of good practice during its development stages, including: joint management and labour participation; voluntary employee participation; avoidance of a deficiency-based model and of measuring literacy rates; and a de-emphasis of formal testing. The chapter describes how a number of sector-specific literacy models work, using project teams as the focus of the projects and developing needs assessments and evaluations. Instructor professional development has also been a priority of this initiative. This is a good example

of a government-initiated infrastructure.

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Price: $35.00

PARTNERS

"A Framework for Developing Partnerships"
in *Workplace Education: The Changing Landscape*

Doughty, Wendy
17 pages
1997

This chapter takes a detailed look at the process of developing collaborative partnerships in the workplace education field. In her introduction the author says, "Collaboration is distinct from cooperation in its requirement to alter the status quo of partner organizations by changing structures, policies and practices . . . . Yet current research provides virtually no descriptive evidence of these structural changes within partner organizations." This chapter tries to address these issues. "Collaboration," says the author, "Is by its very nature long term and requires intensive planning of administrative, personnel and financial matters . . . . This statement presents a bitter irony when, in fact, most workplace education programs are provided funds on a term specific basis." The author examines the role of different partners, the importance of realistic expectations as well as supportive infrastructures. She also addresses some of the challenges that collaborative partnerships face. The author advocates the value of process in collaborative initiatives. This chapter contains very useful information for both program developers and program partners.

Category: Partnerships
Good Practice
Program Development
ISBN: 0-921472-28-5
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website: www3.sympatico.ca/cultureconcepts
Price: $35.00

"Training for Employability and Citizenship: Making an Essential Linkage"
in Workplace Education: The Changing Landscape

Dassinger, Janet
18 pages
1997

The author argues that unions have a central role to play in both workplace training and labour adjustment. She raises a number of general questions about the kind of training the labour movement should be advocating and illustrates the issues through a description of the United Food and Commercial Workers Union's involvement in a joint sectoral initiative in the grocery products sector, as well as in a union-initiated Lay-off and Closure Program. The author discusses how trade unions have an opportunity to link training to the social and political world their members inhabit and to build skills for more democratic participation in every sphere of their lives.

Category: Partnerships
Labour
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website: www3.sympatico.ca/cultureconcepts
Price: $35.00

"The Massachusetts Workplace Education Program" in Basic Skills for the Workplace

Hikes, Judy
17 pages
1991

In 1986 Massachusetts began a state-sponsored workplace education program. Four state agencies collaboratively fund and manage the program. The worksite projects are set up and run by partnerships of educational agencies, companies, unions and workers. This chapter examines the different aspects of the program and its impact on the people involved.

Category: Partnerships
ISBN: 0-921472-06-4
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See "Other Bibliographies & Collections" for information about borrowing this item.

SEE ALSO: **Business**
Labour
Program Development

FURTHER READING

Wisconsin Workplace Partnership Training Program

Centre on Education and Work
1996
(Alpha Ontario)

Partners in Literacy: An Overview of Projects 1990

National Literacy Secretariat
(National Literacy Secretariat)

REACH Report: The Story of Project REACH

A project of the New York State Governor's Office of Employee Relations and The Civil Service Employees Association, Inc.
1994
(Alpha Ontario)

PRACTICE

Good Practice:

In the workplace education field in Canada, practice meets theory in discussions about "good practice." Based on concrete experiences, people in the field have developed a set of guidelines for successful programs that they call "principles of good practice." While these guidelines may vary from province to province and from sector to sector, there are some underlying commonalties.

Principles of Good Practice in Workplace/Workforce Education: A Report on the Think-tank

MacLeod, Carol
36 pages
1995

This think-tank on the principles of good practice in workplace/workforce education was sponsored by ABC CANADA and the National Literacy Secretariat in November 1995. The report contains the results of the think tank, organized as follows:

- how we went about discussing the issues
- a list of good practice statements that might form the basis of your own good practice documents, and
- some ideas about how you might go about conducting a similar process in your organization.

37

The first part of the document is a very useful guide to the process of organizing such a think-tank, including a detailed description of how feedback was gathered from three different sources. Feedback on different topics is organized by the degree to which participants agreed with a given statement. This allows both majority and divergent opinions to be expressed. The topics covered include: partnership and participation; assessment; equity/diversity; principles of adult education; program content and delivery; personnel management; program evaluation and program administration. A useful Appendix entitled "A Summary of Principles of Good Practice in Workplace Education Development" by Mary Ellen Belfiore is also included. This report gives a sense of the consensus that has developed in the Canadian workplace education field as well as the productive tensions that still exist.

Category: Good Practice
Available from:
National Literacy Secretariat
Human Resources Development Canada
Ottawa, Ontario K1A 1K5
Telephone: (819) 953-5280
FAX: (819) 953-8076
e-mail: nls@fox.nstn.ca
website: http://www.nald.ca/nls.htm
Price: free
French version also available.

PRACTICE

"Towards a Framework of Good Practice" in Workplace Education: The Changing Landscape

Steel, Nancy; Johnston, Wendy; Belfiore, Mary Ellen & Folinsbee, Sue
Taylor, M., editor
13 pages
1997

This chapter, according to its abstract, "Focuses on principles that are commonly shared by stakeholders in the field. In particular, the emphasis is on principles and practice that are drawn from the authors' experiences (as consultants for ABC CANADA's Workplace Education Centre) and our guidelines for developing one's own principles." "Principles of good practice," they say, "Represent the accumulated memory of our experience in helping to set up programs in a wide variety of workplaces." Three essential principles are identified: an asset-based approach; a holistic approach; and, inclusion and collaboration. The authors not only interpret these principles, but also examine their application in practice. The article ends with some suggestion about how to develop your own set of principles of good practice.

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Program Development
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website: www3.sympatico.ca/cultureconcepts
Price: $35.00

OTHER READINGS:

From the Classroom to the Workplace: Training Workplace Practitioner

Alberta Vocational College
Edmonton, 1995

Training Standards

Ottawa, September 1995
Canadian Labour Force Development Board

Good Practice Statements and Principles of Good Practice for Workplace Education

Literacy B.C.
Vancouver 1992 (adapted) and 1994 (revised)

***"Working with Industry Sectors: Guiding Principles and Lessons Learned" in* Workplace Education Status Report**

Manitoba Workplace Steering Committee
Workplace Education Manitoba
Winnipeg

Labour-Management Innovation in Canada: Canadian Examples of Successful Efforts by Labour and Management to Jointly Address the Challenge of the New Workplace

Human Resources Development Canada
Labour-Management Partnership Program
HRDC 1994

Workplace Program Criteria

Metro Labour Education Centre
Toronto, 1995

Workplace Literacy Best Practice Definition

National Workforce Assistance Collaborative
Washington, DC

Principles of Good Practice in Workplace Literacy" and Community Learning Initiative Monitoring Guidelines

Nova Scotia Department of Education and Culture, Adult Education Section
Halifax, Nova Scotia

Principles and Standards for Workplace/Workforce Equity and Basic Skills (W/WEBS)

Ontario Training and Adjustment Board
Toronto, 1995

PROGRAM DEVELOPMENT:

There are many "how-to" materials in the workplace education field. They approach program development from different points of view. Some come from a business perspective, others emphasize collaboration. They address essential process issues that determine the sustainability of programs.

The Benefits of Participating in Collaborative Committees

Belfiore, Mary Ellen
14 pages
1997

While much of the work in the workplace education field is focused on organizing workplace programs, the impact of the process itself is often ignored. The Workplace Education Centre works with workplace committees to plan and implement programs. This piece of research is a follow-up with committee participants at a number of different workplaces to solicit their input about the impacts of the collaborative planning process itself. This report examines the benefits to committee members as well as the benefits to organizations and communities. It takes a look at the resources needed to support committee work and some of the challenges committees face.

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ABC CANADA
1450 Don Mills Road
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FAX: (416) 442-2293
e-mail: abccanada@southam.ca
website: http://www.abc-canada.org
Price: $10.00

PRACTICE

"How to Establish a Workplace Basic Skills Program: A Blueprint for Success" in Basic Skills for the Workplace

Carnevale, A.; Gainer, L. & Meltzer, A.
13 pages
1991

This chapter summarizes the applied approach for establishing a training program in workplace basic skills. The authors examine eight steps: identifying the need for basic skills training; building support for training; gaining management's and the union's approval of the plan; performing task analyses on selected jobs; designing the training program; developing the curriculum; implementing the training program; and evaluating and monitoring the program. The focus of this approach is performance-based training for specific jobs in the workplace.

Category: Program Development
ISBN: 0-921472-06-4
OUT OF PRINT
Can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections" for information about borrowing this item.

PRACTICE

Collaborative Workplace Development

Folinsbee, Sue & Jurmo, Paul
24 pages
1994

This booklet presents principles of good practice and provides steps for planning and putting into place a collaborative workplace development initiative. It is also an introduction to a series of handbooks that deal with specific components of workplace development such as needs assessment, evaluation and curriculum development. The booklet emphasizes the importance of planning in the context of winning the support of everyone involved in a workplace education initiative.

Category: Program Development
Partnerships

ISBN: 0-9699159-0-X
Available from:
ABC CANADA
1450 Don Mills Road
Don Mills, Ontario M3B 2X7
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e-mail: abccanada@southam.ca
website: http://www.abc-canada.org
Price: $10.00

Literacy at Work: The Workbook for Program Developers

Phillipi, Jori
323 pages
1991

The author started her work in the field with Thomas Sticht on the U.S. Army's Basic Skills for Enlisted Personnel (BSEP) Program and she remains faithful to the "functional context" approach first suggested by him. The book is divided into compact chapters which contain application exercises, checklists and cogent examples. She deals with the issue of recognizing literacy problems, building organizational commitment, performing task analyses, operating programs and carrying out an evaluation. The book's most useful section deals with designing curriculum. Phillippi, following the practice developed for military applications, divides instruction into 40 hour "chunks." These modular pieces of curriculum focus on topics revealed during the needs assessment and can be delivered and evaluated before proceeding to the next step. (Annotation abridged from Julian Evetts.)

Category: Program Development
Curriculum Development
Available from:
Alpha Ontario

FURTHER READING:

"How to Establish a Workplace Basic Skills Program: A Blue Print for Success"
in *Basic Skills for the Workplace*
Carnevale, A.P.; Gainer, L. & Meltzer, A.
1990
(Alpha Ontario)

Literacy at Work: Delivering Literacy Training in the Workplace
English in the Working Environment
1991
(Alpha Ontario)

The MWP Process: A Developer's Guide
Lam, Cindy
1990
City of Toronto Board of Education

Workplace Education: Making It Work
Nova Scotia Department of Education & Culture
1996
(Alpha Ontario)

NEEDS ASSESSMENT:

The term "needs assessment" can be used to describe very different processes. An organizational needs assessment takes a look at a composite of essential skills needs of an organization, like a business or a union, while an individual needs assessment can determine the education and training needs of an individual. "Literacy task analyses" look at the essential skills necessary to perform a given job. "Job profiling" is a more recent development in the field. These different approaches to assessing needs reflect different philosophies of workplace education.

Collaborative Needs Assessment
Folinsbee, Sue & Jurmo, Paul
63 pages
1994

This is part of a series of booklets produced by ABC CANADA. In the framework of collaborative process, the authors walk the reader through the process of developing and implementing a Workplace Needs Assessment (WNA). The first section details the process necessary to lay the groundwork for the WNA, including its design. The second part details how to carry out a WNA by gathering information through interviews and focus groups, and organizing and analyzing the information. The third part of the booklet gets into how to interpret and report the information and part four addresses how to develop an action plan and evaluate the WNA.

Category: Needs Assessment
Program Development

PRACTICE

ISBN: 0-9699159-1-8
Available from:
ABC CANADA
1450 Don Mills Road
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e-mail: abccanada@southam.ca
website: http://www.abc-canada.org
Price: $20.00

"How to Assess Learners and Build Workplace Literacy Programs" in Workplace Education: The Changing Landscape

Ioannou, Miria; Nore, Gordon; Poulton, Brent & Thompson, Sarah
15 pages
1997

PRACTICE

This chapter in the anthology describes Frontier College's method for determining learning needs and developing programs within organizations to meet those needs. Informing senior managers, carrying out organizational needs assessments and implementing volunteer tutoring programs are elements of the method described. Potential learners and tutors are recruited from within the organization and interviewed to determine areas of need and interest. Tutors are trained and matched with learners one-to-one or in small groups. Program evaluation is also discussed.

Category: Needs Assessment
Program Development
Evaluation
ISBN: 0-921472-06-4
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e-mail: cultureconcepts@sympatico.ca
website: www3.sympatico.ca/cultureconcepts
Price: $35.00

Literacy Task Analysis: A How-to Manual for Workplace Trainers

Taylor, Maurice & Lewe, Glenda
172 pages
1990

This manual is a useful compilation of techniques and instruments for anyone working to improve basic skills in the workplace. The authors reviewed a wide range of related literature, drawing relevant material from both literacy and job training sources. The book starts with a review of the current view of the changing workplace and the skills needed by workers to succeed in this context. It proceeds to the rationale and planning of a Literacy Task Analysis (LTA) and finally to practical methods for collecting and analyzing job information. While the focus of the LTA is on basic skills, the authors make it clear that the information gathered can be used for a variety of purposes – from assessing employees' transferability and promotability to designing training for new technology.
(Thanks to Julian Evetts for this annotation.)

Category: Needs Assessment
Available from:
Alpha Ontario

Asking New Questions: Assessment for Workplace Literacy

Young, C.D.
74 pages
1994

Project REACH (Reading, Education and Achievement) is a labour-management partnership whose goal is to serve over 94,000 New York State employees who are members of the Civil Service Employees Association, Inc. This booklet documents the evolution of their thinking about developing workplace education programs and especially assessment. The author describes how the project initially applied "school-based" approaches, then advanced to linking basic skills with real job

needs ,and finally developed an approach that deepened the "buy-in" necessary for a successful program. The booklet examines different definitions of literacy and examines their advantages and limitations. "Literacy," says the author, "Can be viewed as: 1) a set of skills; 2) the accomplishment of tasks; 3) social practice; and 4) political empowerment and critical reflection. For each definition, different units of analysis are used. The author connects the underlying definition of literacy to the tools used to assess needs. The project developed an interesting chart, using the above-mentioned definitions of literacy, to describe six different kinds of work. Based on a collaborative approach to program development, the REACH program learned many lessons useful for other programs.

Category: Needs Assessment
Program Development
ISBN:
Available from:
Governor's Office of Employee Relations
Corning Tower, 23rd Floor, Empire State Plaza
Albany, New York 12223
Telephone: (518) 473-3939
OR
The Civil Service Employees Association Inc.
Labour Education Action Program
One Lear Jet Lane, Suite 3
Latham, New York 12110
Telephone: (518) 785-4669

FURTHER READING:

"How to Identify Workplace Communications Skills in the British Columbia Sawmill Industry"
in *Basic Skills for the Workplace*
1990
(Alpha Ontario)

"Analyzing Workplace Literacy Skills: Lessons from the Front"
in *Workplace Education: The Changing Landscape*
McKeag, Janice
1997
(Alpha Ontario)

"Developing a Pre-employment Test for the Workplace"
in Workplace Education: The Changing Landscape
Millar, Robin
1997
(Alpha Ontario)

"How to Design Instruction: From Literacy Task Analyses to Curriculum"
in *Basic Skills for the Workplace*
Philippi, Jori
1990
(Alpha Ontario)

"How to Approach Worker Testing and Assessment"
in *Basic Skills for the Workplace*
Taylor, Maurice
1990
(Alpha Ontario)

"How to Plan and Conduct a Literacy Task Analysis"
in *Basic Skills for the Workplace*
Taylor, Maurice & Lewe, Glenda
1990
(Alpha Ontario)

Test Review: Workplace Assessment Tools
Taylor, Maurice
1997
(National Literacy Secretariat)

"How to Assess Organizational Needs and Requirements"
in Basic Skills for the Workplace

Waugh, Sue (Folinsbee)
1990
(Alpha Ontario)

An Organizational Approach to Workplace Basic Skills: A Guidebook for Literacy Practitioners

Waugh, Sue (Folinsbee)
1992
(Alpha Ontario)

EVALUATION:

Evaluation has become an important issue in the workplace education field. Educators are being challenged by business to quantify the impacts of programs. Workplace program developers are seeking ways to develop collaborative evaluation procedures that can deepen the buy-in from all partners and contribute to on-going training and education in the workplace.

PRACTICE

"Evaluating Workplace Literacy Programs"
in Basic Skills for the Workplace

Chang, Kathryn
15 pages
1991

This chapter addresses the need for evaluation in workplace education programs. "If workplace literacy programs are to survive, educators working in the employment environment must adapt to the management practices of business and industry in addition to evaluating for purely educational reasons." The chapter reviews the literature on evaluation and gives some examples of evaluations. She reviews some of the problems associated with evaluation: a lack of control groups; a dual set of objectives (employer-centred and student-centred); and various barriers to data collection such as insufficient time, resources, expertise and standardized measurement tools. The chapter then discusses the "Who, Why, When, How and What" of evaluation and reviews the steps, which she identifies as: description, comparison, and judgment.

Category: Evaluation
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Collaborative Evaluation

Folinsbee, Sue & Jurmo, Paul
77 pages
1994

This booklet is part of a series produced by ABC CANADA. The authors approach evaluation from a collaborative framework. The booklet details various steps in a collaborative evaluation process, emphasizing the importance of the process itself, as well as the eventual product. The authors' process involves fifteen steps, taken by an evaluation committee, involving all the interest groups.

Category: Evaluation
Program
ISBN: 0-699159-2-6
Available from:
ABC CANADA
1450 Don Mills Road
Don Mills, Ontario M3B 2X7
Telephone: (416) 442-2292
FAX: (416) 442-2293
e-mail: abccanada@southam.ca
website: http://www.abc-canada.org
Price: $20.00

Workplace Education: Stakeholders' Expectations, Practitioners' Responses and the Role Evaluation Might Play

Jurmo, Paul
104 pages
1994

This study was written as part of a larger project funded in 1993-94 by the U.S. National Institute for Literacy. Its goal was to provide educators with ways to improve the evaluation of workplace basic skills programs. It argues for a "collaborative" or "team" approach to planning and evaluation. Chapter 1 examines the history of evaluation, with emphasis on different perspectives and goals for workplace basic skills programs. Chapter 2 examines what evaluation currently looks like. Chapter 3 discusses the strengths and needed improvement of current evaluation practice, identifying what a good evaluation should look like and what should be avoided. Chapter 4 describes promising developments and the emergent literature in support of collaborative learning. Chapter 5 takes a look at how to develop appropriate evaluation practices.

Category: Evaluation
ISBN:
Available from:
Literacy Partnerships
14 Griffin Street
East Brunswick, NJ
USA 08816-4806
Telephone: (732) 254-2237
FAX: (732) 254-2070

"Deciding on the Effectiveness of Workplace Literacy Programs" in Basic Skills for the Workplace

Mikulecky, Larry & D'Adamo-Weinstein, Lisa
18 pages
1991

In this chapter the authors review evaluation documents and program descriptions for a number of workplace basic skills programs.They found that most report no vigorous evaluation efforts, with the majority of the literature being descriptive in nature. The few examples of worthwhile evaluations are mostly by the military. These evaluations focus on reading gains within specific contexts and clearly show the need for targeting instruction on workplace tasks. As the result of their experience working on such program evaluations, the authors suggest that Shufflebeam's "context, input, process, product" model can be useful in helping to clarify goals and point out weaknesses that can cripple basic skills programs.

Category: Evaluation
OUT OF PRINT
Can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections" for information about borrowing this item.

FURTHER READING:

A Program Evaluation Handbook for Workplace Literacy

Barker, Kathryn C.
1991
(Alpha Ontario)

Who Want What Information – And How Do We Get It? Issues in Workplace Education Evaluation

Jurmo, Paul
1991
(Alpha Ontario)

Adult Literacy Education: Program Evaluation and Learner Assessment

Lytle, S.L. & Wolfe, M.
1989
ERIC Clearinghouse on adult, Career and Vocational Education

PRACTICE

How Do You Know if It's Working? Evaluating the Effectiveness of Workplace Literacy Programs
Phillipi, Jori W.
1992
Springfield, VA
Performance Plus Learning Consultants

Alternative Designs for Evaluating Workplace Literacy Programs
Sarmiento, Anthony R.
(Alpha Ontario)

Team Evaluation: A Guide for Workplace Education Programs
Sperazi, Laura & Jurmo, Paul
1994
(Alpha Ontario)

Team Evaluation: Case Studies from Seven Workplace Education Programs
Sperazi, Laura & Jurmo, Paul
1994
(Alpha Ontario)

PRACTICE

CURRICULUM DEVELOPMENT:

Developing curriculum that is relevant to the workplace and to workers has been a challenge to the field, which, in the beginning relied on Adult Basic Education materials used in the public education system that were not adapted to the workplace. Now, however, there is a growing body of experience with creating curriculum from the needs of the workplace and workers, as well as integrating essential skills into other training and education programs.

Understanding Curriculum Development in the Workplace: A Resource for Educators
Belfiore, Mary Ellen
66 pages
1996

This manual will assist workplace curriculum developers in designing workplace curriculum that suits their needs. The manual walks the reader through the process in five chapters, including:

- Introduction
- Framing Workplace Development
- Interpreting Needs
- Designing a Program
- Developing and Using Materials for the Workplace.

This manual incorporates many case studies to illustrate the process.

ISBN: 0-9699159-3-4
Available from:
ABC CANADA
1450 Don Mills Road

Don Mills, Ontario M3B 2X7
Telephone: (416) 442-2292
FAX: (416) 442-2293
e-mail: abccanada@southam.ca
website: http://www.abc-canada.org
Price: $20.00

"Adapting Workplace Materials for Teaching ESL Students" in Basic Skills for the Workplace

ESL Students & Meenan, Avis
12 pages
1991

This chapter examines some of the issues facing students of English as a Second Language (ESL)and how curriculum can be adapted to address their needs. One issue identified is immigrants' need for immediate survival and workplace language skills. According to the author, "One of the primary differences between audio-lingual ESL and job-related ESL is that some audio-lingual programs focus primarily on grammatical objectives, whereas job-related programs focus on job competency objectives, including language skills necessary to perform job tasks." The final part of the chapter examines how to adapt workplace materials for ESL students. The author suggests a method that involves first determining the job-related tasks; then determining what language skills are embedded in these tasks; identifying whether listening, speaking, reading and/or writing skills are involved; as well as the specific cultural information and protocols that are involved. As the author concludes: " . . . Adapting workplace materials for ESL students is a creative enterprise for both teachers and students."

Category: Curriculum Development
ISBN: 0-921472-06-4
OUT OF PRINT
See "Other Collections for information about borrowing this item.

"Thinking Critically in the Workplace" in Basic Skills for the Workplace

Pierce, Gloria
14 pages
1991

The author begins by saying that, "The meaning of literacy in the workplace of the 1990s and the 21st century extends far beyond narrow definitions concerned mainly with reading, writing, computing and other skills required for basic functioning and adapting to the organizational environment." She argues for a holistic model of critical thinking, where, "Judgments include relational as well as rational elements, affective as well as analytical intelligence, subjective as well as objective knowledge." In the workplace, critical thinking "requires that employees (1) become aware of the unintended effects and consequences of their action; (2) identify and challenge the validity of the assumptions and beliefs upon which decision-making criteria and operating practices are based; and (3) expand their awareness to include alternative perspectives, modes of thinking and possible courses of action." The next part of the chapter talks about a workplace case study in a Fortune 500 company that, "Demonstrates . . . a link between critical thinking . . . and bottom-line results." Finally, the author outlines guidelines for program development, including "creating a climate for critical reflection," the "role of facilitator," "promoting dialogue and multiple perspectives."

Category: Curriculum Development
ISBN: 0-921472-06-4
OUT OF PRINT
Can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections" for information about borrowing this item.

"How to Design Instruction: From Literacy Task Analyses to Curriculum" in Basic Skills for the Workplace

Phillipi, Jori W.
24 pages
1991

This chapter shows how to "translate literacy task analyses into instructional blueprints." Working from a functional context perspective, the author starts from the point of view that, "Because job tasks analyzed are those identified as critical to job performance by employers, these should be the focal points of curriculum content." Giving concrete examples, she breaks down job tasks into literacy skill applications and develops curriculum based on these needs. She also considers how to develop time blocks for instruction and how to address different ability levels of the participants. In a section on instructional delivery, she counsels that curriculum should be developed, "That most nearly resembles the context in which the skills implications are used to function on the job." Finally, she outlines the components of a functional context curriculum, including an employee needs assessment, a job simulation pretest and post-test, as well as lessons modeling and customized skills application exercises.

Category: Curriculum Development
ISBN: 0-921472-06-4 OUT OF PRINT
Can be borrowed from Alpha Ontario.
See "Other Bibliographies & Collections" for information about borrowing this item.

PRACTICE

FURTHER READING:

"Using Television for Work Force Basic Skills Training" in Basic Skills for the Workplace

Shafer, Dehra W.
(Alpha Ontario)

Transfer of Learning: Planning Effective Workplace Education Programs

Taylor, Maurice
National Literacy Secretariat
1997

RESOURCES

Clear Language Resources

Alpha Ontario

Alpha Ontario has the most extensive collection of resources in Canada related to Clear Language and Clear Design. Some of their titles include:

Writing Clearly: A Contemporary Approach
Bailey, Edward P. Jr.
1984

Clear Writing and Literacy: How to Recognize Clear Writing, How to Use It, How to Convince Others to Use It
Baldwin, Ruth
1990

Forms for the General Public – Do they Really Work?
Barnett, Robert

How to Prepare Materials for New Literates
Basista, Evie
1986

Clear Writing
Bonet, Diana

Report of the Canadian Bar Association Task Force on Legal Literacy
Canadian Bar Association
1992

Effective Writing at Work
Careers and Occupational Information Centre
1988

Writing Plain English: Why It Should be Done, How It's been Done, How You Can Do It
Cutts, Martin
1980

The Case for Plain Language
Eagleson, Robert
1989

Guidelines for Document Designers
Felker, Daniel B.
1981

W.R.I.T.E.: Write Readable Information to Educate
Hilts, Linda
1989

Clear Language Guidelines for Developing Written Materials
Huron County Health Unit
1989

Clear Language and Design
Jenkinson, Joy
1990

Using Readability: Formulas for Easy Adult Materials
Laubach, Robert S.
1977A Demonstration of Adult Language Empowerment/BEST CAW Local 1893, Northern Telecom
Marks, Christina J.
1991

Plain Words for Consumers: The Language and Layout of Consumer Contracts: The Case for Plain Language Law
National Consumer Council
1984

Clear Lines: How to Compose and Design Clear Language Documents for the Workplace
Nore, Gordon
1991

Writing on Our Side
Progressive Literacy Group
1986

The Productivity of Plain English
U.S. Department of Commerce
1983

Frontier College
Frontier College offers workshops and materials on clear language and document design, including the following:

The Clear Writer's Hit Squad
1990

Contact Miria Iannou for further information at (416) 923-3591.

RESOURCES

Other Bibliographies & Collections

There are three main sources in Canada for unannotated bibliographies and collections on workplace education. They are:

- Alpha Ontario
- Centre for Literacy
- National Adult Literacy Database

Alpha Ontario (effective June 1, 1998 Alpha Ontario's name changed to AlphaPlus Centre):

21 Park Road
Toronto, Ontario
M4W 2N1
website: http://www.mtrl.toronto.on.ca/centres/alpha
e-mail: alphaont@gwmail.mtrl.toronto.on.ca
Toll free: 1-800-363-0007 (Ontario only)
Telephone: (416) 397-5900
FAX:(416) 397-5915
Alpha Ontario produces "Quick Lists" on various topics, including Workplace Literacy. Their staff is very helpful with any search you might want to undertake. Materials are also available to people outside Ontario for a nominal fee.

Centre for Literacy:

3040 Sherbrooke Street West
Montreal, Quebec
H3Z 1A4
Telephone: (514) 931-8731 ext. 1415
FAX: (514) 931-5181
e-mail: literacycntr@dawsoncollege.qc.ca
website: http://www.nald.ca/litcent.htm
The Centre lends materials across Canada.

National Adult Literacy Database (NALD):

Scovil House
703 Brunswick Street
Fredericton, NB E3B 1H8
Toll free: 1-800-720-NALD
Telephone: (506) 457-6900
FAX: (506) 457-6910
e-mail: info@nald.cawebsite:
http://www.nald.ca
With NALD, you can do an on-line search based on subject. NALD also has a number of Full-text Documents that include workplace-related materials. NALD is also one of the best sites for links to other Internet resources. NALD does not lend materials.

Annotated Bibliographies:

The following are annotated bibliographies produced in Canada:

Workplace Literacy: An Annotated Bibliography

48 pages
1990
National Literacy Secretariat

This bibliography presents articles on the subject from the point of view of large corporations, small businesses, organized labour, umbrella organizations and general articles. The articles span about five years until 1990.

Available from:
Can be borrowed from Alpha Ontario.

Annotated Bibliography

Manitoba Literacy and Continuing Education Resource Centre Library
26 pages

This bibliography includes items related to the following topics:

- writing skills
- reading skills
- grammar skills
- mathematics skills
- workplace
- cognitive skills.

The materials are available through the Manitoba Literacy and Continuing Education Resource Centre Library.

Available from:
Can be borrowed from Alpha Ontario.

"Working Class Learning Strategies in Transition: Home and Union-based Perspectives" Project Bibliography

Compiled by Peter Sawchuk
150 pages

This very extensive bibliography was put together for the Working Class Learning Strategies Project at the Ontario Institute for Studies in Education.

It is divided into nine sections:

- Adult Learning, Education & the Working Class
- Work, Workplace & Learning
- Labour/Worker Education & Learning
- Literacy and Working Class
- Compulsory Schooling and Working Class
- Adult, Family & Education
- Bourdieu & Cultural Capital
- Human Capital.

Available from:
Alpha Ontario

The most useful annotated bibliography produced in the U.S. is:

Workplace Literacy: A Guide to the Literature and Resources

Imel, Susan & Kerka, Sandra
59 pages
1992

This is a model guide, including an analysis of trends in the developing literature base, how to find and select resources, a brief annotated bibliography of selected resources, as well as descriptions of selected programs, resource organizations and references.
Available from:
Alpha Ontario